

St. James High School

PBIS Handbook

Restorative Practice Master Plan

2023-2024



Mr. Shane Kliebert
Principal

Ms. Chakira Gaines Brown
Associate Principal, Middle School Principal

Mrs. Meeka Dennis, Ms. Shawn Oubre
Assistant Principals

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ST. JAMES HIGH SCHOOL

SCHOOL COLORS

Black & Gold

SCHOOL MASCOT

Mighty Wildcats

SCHOOL MOTO & PBIS EXPECTATIONS

TRADITION - TO LEAVE A LEGACY

HONOR - TO LOVE

DISCIPLINE - TO LEARN

EXCELLENCE - TO LIVE

ST. JAMES HIGH SCHOOL ALMA MATER

Years may dim our recollection

Time its change may bring.

Still to us in fond affection.

Evermore we sing.

Alma Mater, Alma Mater.

Tender, brave, and true.

St. James High, we all salute you.

All our vows renew.

PBIS & RESTORATIVE PRACTICE

2023-2024 PBIS MEETINGS

Fall 2023

Thursday, August 3rd

Thursday, September 7th

Thursday, October 5th

Thursday, November 2nd

Thursday, December 7th

Spring 2024

Monday, January 8th

Tuesday, February 6th

Monday, March 4th

Thursday, April 4th

Thursday, May 2nd

High School PLC Times

1st Block – 8:00 – 8:40

2nd Block – 9:30 – 10:10

3rd Block A – 11:50 – 12:30

3rd Block B – 11:00 – 11:40

4th Block – 1:00 – 1:40

Middle School PLC Times

Advisory (Tuesday Group & Wednesday Group)

MONTHLY MEETING ITINERARY

PBIS Team Members

All faculty and staff are members of the **PBIS Team** and attend monthly meetings; which are held the first day of each month.

1 - Examine Discipline Data

2 - Trends in Discipline

3 - Race/Ethnicity Trends

4 - Faculty & Staff Member

5 - Faculty & Staff Member Race

6 - Student Gender

7 - Student Disability Status

8 - Combination of Variables

9 - Rewards

10- Expectations

11 - Mentorship

12 - Tutoring

13 - ISSP/ASD/Recovery Room

14 - Restorative Practice

DOJ Plan of Action

- Conduct conversations/meetings with the teachers to determine if they can take additional actions to reduce disproportionalities.
- Additional data and actions taken by administration to determine if referrals for top 3 infractions are submitted in a nondiscriminatory fashion by conducting weekly walkthroughs focusing on these infractions.
- Continue Remedial Actions - Conferences, parental notification, provide new ID's, necessary school uniforms, referrals to counselors, conflict resolution, restorative practices, conflict resolution with students and their parents, duty personnel notified to be alert, teacher training in equity and intrinsic bias, etc.
- Mentoring Programs, Salute First, Opportunity Now, My Sister My Friend, Guest Speaker Series, Champion Project, Female Icon, Teche Action Clinic, School Based Clinic, etc. All mentoring programs work on and off site with employees and/or members of the community with student outliers. In addition, school sports coaches' mentor any student outlier who is playing sports.
- Continue remedial actions to ensure students are referred on the basis of conduct and not race.

DISCIPLINE

Department of Justice Notes:

We MUST comply with 4 factors according to the desegregation order:

1 - MUST follow the code of conduct (district policy)

***We have to follow policy on the incident and consequence**

2 - PBIS

3 - "can't treat" minor altercations that can be broken up

***We use recovery room very well, we will have to continue this**

4 - conduct that can be quickly remedied cannot be treated as willful disobedience, the conduct has to significantly disrupt the operation of the classroom school bus or school activity to be filed as willful disobedience

1 - Consequence Ladder - Must be attached to the referral to track interventions

2 - Dress Code, tardy, and Level 1 Offenses - Cannot suspend or expel for these incidents
ISSP can be used if other consequences have been proven ineffective

3 - Failure to serve consequence - must allow students to make up consequences with legitimate justification

4 - Patterns of misbehavior - we have to make FBA and BIP - **Behavior Plans**

SBLC Committee - We will have to do this across the board, SPED, 504 and Regular Ed

- Students receiving x amount of referrals

5 - SRO - cannot enforce discipline, they are here for safety reasons.

6 - Building Principal MUST Review/notified ALL OSS or Expulsions before we execute those

7- Only admin will fill out the code on the referrals, teachers will not check the box

Code of Conduct - New Matrix will be implemented

Category D = Level 1, Category A = Level 4

Categories vs. Levels

Consequence Ladder - Provide Copy to students



CAT CASH

TRADITION
"Leave A Legacy"



\$1

HONOR
"To Love"

\$1



DISCIPLINE
"To Learn"

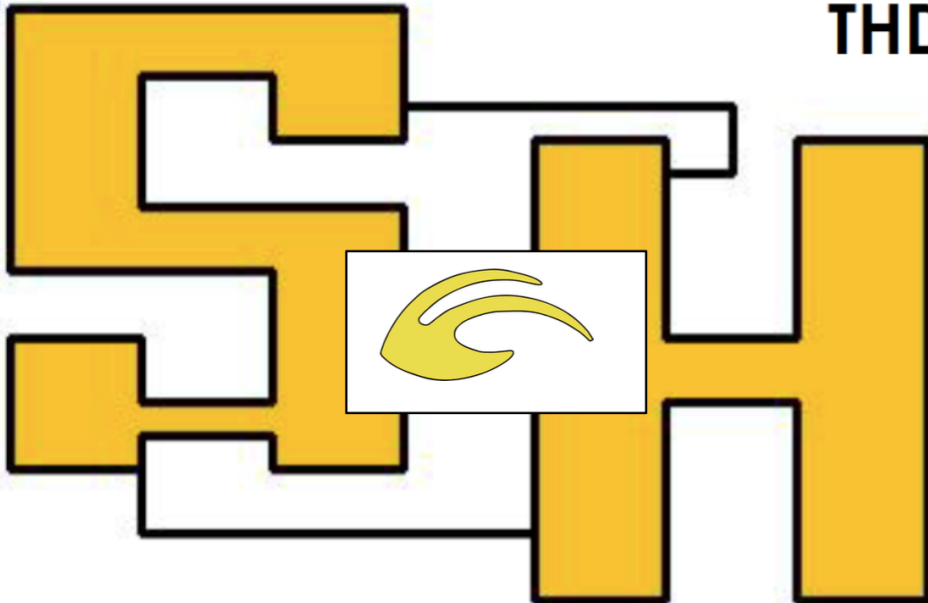
EXCELLENCE
"To Live"



\$1

2023 - 2024

THDE



CAT CASH

\$1

CAT CART

"The CAT Cart"

Administrators and teachers will sign up to work the PBIS truck on assigned dates on Friday at lunch. ***Each teacher will receive 2 sheets of 16 tickets in PLC's. Teachers must sign each ticket, do not photo copy or stamp the ticket.***

Fall 2023 PBIS Cart Sign Up

| Date | Middle School Lunch | High School Lunch A | High School Lunch B |
|------|---------------------|---------------------|---------------------|
|------|---------------------|---------------------|---------------------|

August 4

August 11

August 18

August 25

September 1

September 8

September 15

September 22

September 29

October 6

October 13

October 20

October 27

November 3

November 10

November 17

December 1

December 8

December 15

Spring 2024 PBIS Cart Sign Up

| Date | Middle School Lunch | High School Lunch A | High School Lunch B |
|--------------------|----------------------------|----------------------------|----------------------------|
| January 5 | | | |
| January 12 | | | |
| January 19 | | | |
| January 26 | | | |
| February 2 | | | |
| February 9 | | | |
| February 16 | | | |
| March 2 | | | |
| March 9 | | | |
| March 16 | | | |
| March 23 | | | |
| March 30 | | | |
| April 13 | | | |
| April 20 | | | |
| April 27 | | | |
| May 4 | | | |
| May 11 | | | |
| May 18 | | | |
| May 25 | | | |

"Be the Difference Pin"

Our "Be the Difference Pins" were ordered through the master teacher program to award students for various deeds or exhibiting Mighty Wildcat etiquette throughout the semester. When a Mighty Wildcat goes above and beyond to help another student or exemplify the traits of our school motto - T.H.D.E., they are awarded with a pin for leaving a legacy. The "Be the Difference Pin" has become part of our PBIS program and school climate and culture. Just wanted to share with our new leadership team members. Many times a student or staff member will alert admin of a particular deed and we locate the student to issue the token of appreciation.

School/PBIS Moto: THDE

Tradition - To Leave a Legacy

Honor - To Love

Discipline - To Learn

Excellence - To Live



2023-2024

PBIS EVENTS & REINFORCEMENT

Student of the Quarter
No Referral Party
No Tardy Party
EOC Star Students
21 Plus Club Celebrations & Recognitions
Blue's Double Hot Sausage Sandwich
Most Improved Students
Get Out of Academic Hall
Dress Up Day, Dress Down Day
Free Entry to Athletic Events
Skip the Lunch Line
Gold Ticket - Ticket for All Sporting Events
Opposite Day
"Be The Difference Pin"
Ice Cream Sundae Social
Brunch with Administrator
Academic Honor Roll
Kona Ice Rewards
Record Hop In Wildcat Park
Corn Hole Tournament
Seasonal Celebrations (Easter, Mardi Gras, Etc.)
School Dance (Mardi Gras Ball, Homecoming)
Pep Rally
Physical Fitness Meet
Mini Olympics
Faculty vs. Student Basketball Game

Staff

Blue's Tuesday
Staff Appreciation Days
Big Mike's BBQ Social
Dress Down Days

KONA ICE 2023-2024 SCHEDULE

Fall

Tuesday - August 17th
 Friday - September 17th
 Friday - October 8th
 Friday - November 12th
 Wednesday - December 8th

Spring

Friday - January 21st
 Friday - February 11th
 Friday - March 11th
 Thursday - April 28th
 Tuesday - May 17th

Kona Ice will be at SJH tomorrow for lunch! ❄️



Kona Ice Snow Balls

Fall

Tuesday - August 17th
 Friday - September 17th
 Friday - October 8th
 Friday - November 12th
 Wednesday - December 8th

Spring

Friday - January 21st
 Friday - February 11th
 Friday - March 11th
 Thursday - April 28th
 Tuesday - May 17th



RESTORATIVE PRACTICE

Restorative Practice at St. James High School

The process of restorative practice relies on everyone working together to problem solve, build relationships and achieve a mutually desired outcome. Student accountability focuses on understanding the impact of actions, taking responsibility for choices, and suggesting ways to repair harm and restore community. Meaningful restitution occurs through reconciling and acknowledging responsibility for choices. Students learn critical social and emotional skills that serve them in college, career, and life.

St. James High School Rules for Restorative Practice

Student's brains are a work in progress. Listen first-be quiet, what is the story behind the story? Don't tell what you can ask. Think about outcomes before deciding on a strategy. The consequence should teach what we want the student to learn and must be designed to build relationships. Develop empathy by helping students to understand what harm has been done. Work on making things right rather than punishment. Contact parents early and often, ask for their help/support, and what they want for their child.

Prefrontal Cortex

The rational part of a **teen's brain** isn't fully developed and won't be until age 25 or so. In fact, recent research has found that adult and **teen brains** work differently. Adults think with the **prefrontal cortex**, the **brain's** rational part.

Administrative Conference

Incident referrals submitted by staff members are followed by an administrative conference between the student and administrator. During the administrative conference restorative practice is implemented in regards to questioning, intervention, and supports. Every incident of discipline that warrants a consequence includes a phone conference with the parent/guardian. All discipline incidents follow due process.

Referral to Counselor

The purpose of a referral to the counselor is to provide timely and effective support to initiate an appropriate plan of action for students at various levels of need. Emergency interventions are required in those situations that need immediate attention, (e.g., peer concern about the personal safety of another student, death of a family member, physical and/or sexual abuse)

Recovery Room

The recovery room is utilized when a teacher has called for administration to have a student removed from class. The student is escorted to the Recovery Room (ISSP) for the remainder of the class period to engage in restorative practice. If the teacher refers the incident to

administration in the form of a referral, an administrative conference is implemented in regards to questioning, intervention, and supports.

After School Detention

The purpose of the After School Detention Program (ASD) is to provide restorative strategies designed to help students improve their behavior including reasonable opportunities to receive tutoring, social and emotional supports, remedial education. Students assigned are required to complete assignments in behavior reflection, and character building.

In-School Suspension Program (ISSP)

The purpose of the In-School Suspension Program (ISSP) is to provide an alternative to out-of-school suspension while providing strategies designed to help students improve their behavior including reasonable opportunities to receive tutoring, social and emotional supports, remedial education, and regular academic work and to earn grades and credit equivalent to those of other students not in an ISSP. Students assigned to ISSP are required to complete assignments in English, Math, Science, Social Studies, Physical Education, and Restorative Practice. In School Suspension will focus on completion of course assignments, behavior reflection, and character building.

Parent Contacts

Parent contact is required monthly by teachers to inform parents of behavior and/or academic progress of students. Teachers make parent contact for "Category A, B, and C" offenses and habitual "Category D" offenses in addition to the administrators contact. Parent contacts follow restorative practice in regards to questioning, intervention, and supports.

SBLC

Our SBLC committee is made up of the principal, assistant principal, classroom teachers, and the referring teacher/administrator. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. The SBLC is data driven, decision-making concentrating on one student at a time, reviewing and analyzing all screening data, including RTI results to determine the most beneficial option for the student.

Through a student's strengths solutions are developed based on the screening and assessment data as well as background information in the areas of school, home/ family and health to identify solutions to address areas of concern. An action plan of interventions and supports designed to address student's needs is implemented; team members are assigned responsibility for action items. Monitoring of action items and follow-up SBLC meeting is held to review the results of interventions, make adjustments, and continue to strategize positive solutions.

After School Tutoring/In School Tutoring

After school tutoring is offered Wednesday and Thursday after school to high school students in English and Math. Bus transportation is provided for students to participate. In school tutoring is available and offered on a case-by-case basis.

Track My Progress

Academic progress is tracked weekly during Friday homeroom focusing on current grade, expected grade, next project/test due, and the creation of an academic plan for the next week. Zoom Focus is administered by teachers who select three students per block to focus on quarterly academic progress.

Guest Speaker Series

Members of the local community perform a number of different roles. They can energize a crowd, inspire them, support, add value by sharing knowledge, offer a new perspective, and share testimony. Ex.) NSU CROWN, Lester Bimah - Immigrant of Trinidad and Tobago, Dr. Jinx Broussard Coleman, etc.

Mentorship Programs

Salute First, My Sister, My Friend, Brother Man, Female Icon, Bo\$\$ Hogg, NUCOR Leadership Academy, FCA, Etc.

Our Mentorship *Program* target students who are at-risk academically and/or behaviorally. The goal is to improve *high school* graduation rates and school culture. Community members and peer students through restorative measures mentor participating students.

Community Involvement

Salute First - Community Mentors

Mentorships - Bo\$\$ Hogg, Nicholls CROWN

Alumni Donations

Historical Restoration - St. James & Magnolia High

Hall of Fame, Hall of Distinction, Jersey Retirees

Game Day Socials & Recognitions

Booster Club Weekly Meetings - High School

PTO - Middle School

Orientation

Open House

Scheduling Night

SJP 2023-2024 School Board Meetings

July 11th

August 8th

September 12th

October 10th

November 14th

December 12th

Janaury 9th

February 20th

March 19th

April 9th

May 14th

June 11th

June 9th

ST. JAMES HIGH SCHOOL ACTIVITIES

High school should be a fun time in the life of a teenager. Each student is encouraged to participate in at least one activity. Share your abilities with others; develop your special talents; meet people and make new friends. St. James High offers a variety of organizations for students.

To help students grow socially and to build school spirit, SJHS sponsors various athletic events, programs, pageants, plays, etc. Attendance is encouraged at these various activities; which are chaperoned by staff and security personnel. During all school-sponsored events, students shall adhere to rules and policies of SJHS.

CO-CURRICULAR activities are defined as those clubs, organizations, programs, which are related to and supportive of the course of study in which the student is enrolled. They are under the supervision and/or coordination of the school instructional staff. Membership is decided by student interest; and, in some cases, students must have been or be currently enrolled in designated subjects.

MENTORSHIP PROGRAMS target a variety of students who may be excelling academically or at-risk academically and/or behaviorally. The goal is to improve *high school* graduation rates and school culture. Community members and peer students through restorative measures mentor participating students.

| CO-CURRICULAR | MENTORSHIPS |
|---|---|
| <ul style="list-style-type: none">BandBook ClubSenior Beta Club, Junior Beta ClubFCA4-H ClubStudent CouncilLibrary ClubGaming ClubWildcat ProductionsPerforming Arts | <ul style="list-style-type: none">Salute FirstMy Sister My FriendNUCOR Leadership AcademyYoung Women of Distinction, Female Icon21 Plus Gold ClubBO\$\$ HOGG21+ Gold ClubOpportunity Now |

EXTRA-CURRICULAR activities are defined as activities; which are not directly related to the program of studies but are considered valuable for overall student development. They fall under the supervision and/or coordination of the instructional staff who serve as coaches, sponsors, etc. Membership is based on a form of try out, selection, and/or regular participation in organizational activities.

| SPORTS | CORP GROUPS |
|--|--|
| <ul style="list-style-type: none">BaseballBasketballLady BasketballBowlingFootballFishingSoftballSwimmingTrack & FieldVolleyballPowerlifting, Girls & BoysCross Country | <ul style="list-style-type: none">CheerleadingDance TeamBandMajorettesPom Squad |
| | ACTIVITIES |
| | <ul style="list-style-type: none">Senior Class ActivitiesJunior Class ActivitiesPep Rally TeamSpelling BeeSocial Studies FairScience Fair |

Members of extra-curricular organizations must maintain a pre-set grade point average to remain a participating member of the group. All corps groups will adhere to these guidelines.

2023-2024 PBIS Plan

PBIS Tier II Roles and Responsibilities

SJHS Teachers

SJH MS & HS Staff

PBIS Teachers

Middle School Team

Kyrie Arceneaux

Rodneyana Green

Paige Breaux

Tamara Dillon

Rikki Edwards

Stephanie Englade

Sean Fluharty

Brandi Keller

Robbie Kramer

Louis Guillot

Tammy Lasserre

Colleen Hills

David Lott

Rowdy Martinez

Kaci Rodrigue

Jeanne Sewell

Kaitlan Steib

Shelby Touns

Rebecca Albert

Cristy Steib

Shannon Harrison

Percy Cargo

Aspyn Harry

Trenese Smith

High School Team

Cecile Armant

Jonathan Baumann

Alexa Laiche

Alexandra Plyler

Maris Dawson

Lucy Delatte

Nicole Duke

Rikki Edwards

Academic Support

Parent Contacts

Track My Progress

Targeted Instruction in Classroom

Targeted Instruction: Skills, Flex, Time

Access to Academic Interventionist

Referred for MTSS Student Action Plan

After School Tutoring

SBLC

Social Emotional Support

Referred to Student Action Plan

Circles

Peer Mentor

Adult Mentor

SBLC

MDR

Counselor Supports

Mental health counseling (open door policy)

Crisis management counseling

Conflict resolution sessions

Restorative practices sessions

Creating social skills advisory lessons/lesson plans for teachers to present every Monday during academic hall

Risk Assessments

Scheduling/ schedule changes/keeping track of changes for DOJ

Review of grades/iReady/standardized test scores,

progress monitoring, teacher interviews, grades,

behavior management, updating plans based on

progress or lack of progress, parent communication,

arranging and holding meetings, distributing plans to

teachers, obtaining teacher verifications, entering and

updating plans in JCAMPUS, updating folders

Pulling discipline reports at progress report and report

card time to analyze and use to narrow down lessons for

advisory and PBIS rewards. Present all data and hold MS

| | |
|--|---|
| <p> Evan Gomez Wendy Spaht Colleen Hills David Lott Whitney Bell James Smith Ronald Barrilleaux Marcus Oubre Elena Vader Els Kiley Warren Marvinlette Octave Cassi Fradella Burnell Taylor Lenore Folse Ronald St. Pierre Kara Gaines Jesse Bradley Ronald St. Pierre Junius Patterson Louis Guillot Gary Gros (12th) Lynne Belcher (10th & 11th) Morell Bartholomew (9th) Rodneyana Green (7th) Kaci Rodrigue (Speech) Tiaa Allen (ABA) Shelby Touns (ABA) </p> <p>Building Leadership Team</p> <p>Administration Shane Kliebert Chakira Brown Meeka Dennis Shawn Oubre</p> <p>SBLC/504 Coordinator Jeanne Sewell</p> <p>Athletic Director Lavanta Davis</p> | <p> PBIS meetings monthly and send information to district liaison and principal Behavior interventionist for 504 students FBA and behavior plans for 504 students Testing coordinator for all MS testing. Entering all accommodations into DRC or ACT database for all middle school 504 and SPED students for testing. Create standardized testing rosters based on needs and accommodations Review and analyze all i-Ready testing regularly to help identify struggling students for intervention purposes. Report to principal Review and analyze grade reports at progress report time and report card time for failures Academic counseling Provide any JCAMPUS data needed by admin, teachers, outside agencies as necessary Coordinate with outside agencies like juvenile justice system, mental health agencies, etc. Complete FINS referrals as needed based on student behavior. Betsy handles truancy. </p> |
|--|---|

| | |
|---|--|
| ISSP Champion Burnell Taylor SPED Champion Louis Guillot Counselors Adele Brown Wryn Williamson Media Specialists/Technology Shelly Stall Michelle Montz Dustin Raphael Instructional Coaches Tara Smith Chelsie Bergeron Patsy Parker Cafeteria Staff Custodial Staff | |
| Stephanie Englade Jeanne Sewell | Math Tutor English Tutor |
| Wryn Williamson Adele Brown | Counselor Data Specialist Behavior Specialist |
| Linda Moore Morell Bartholomew Dontrell Frazier Farren Clark Kendall Taylor Cecile Armant Shane Kliebert Ronald S. Pierre | Salute First My Sister, My Friend Boss Hogg Team Female Icons Guest Speaker Series "Do you hear me, or are you listening?" |
| Meeka Dennis (AP) 7-12 SPED Louis Guillot Gary Gros (12 th) Lynne Belcher (10 th & 11 th) Morell Bartholomew (9 th) Jeanne Sewell (8 th) Rodneyana Green (7 th) | Special Education |

| | |
|---|--|
| Kaci Rodrigue (Speech) Tiaa Allen (ABA) Shelby Toups (ABA) Trenese Smith Para Professional Team Terris Batiste Tina Cooper Prudence Folse Rene Rose Lisa Williams Quntae Gaudet Joy Bell Hooker Joycelyn Gros | |
| Discipline Champion Burnell Taylor Shawn Oubre | Recovery Room ISSP ISD ASD |
| Lavanta Davis James Smith Jonathan Baumann | Athletic Director Boys Basketball Head Coach Track |
| Chakira Brown Shawn Oubre Meeka Dennis | Associate Principal Assistant Principals Discipline Administrative Conference Parent Contacts Referral to Counselor |
| Shane Kliebert | Principal Administrative Conference Parent Contacts Referral to Counselor |
| Officer Natasha Couch | School Resource Officer |

2023-2024 PBIS Plan

PBIS Tier III Roles and Responsibilities

| | |
|---|--|
| <p>SJHS Teachers SJH MS & HS Staff</p> <p>Building Leadership Team</p> <p>Administration Shane Kliebert Chakira Brown Meeka Dennis Shawn Oubre</p> <p>SBLC/504 Coordinator Jeanne Sewell</p> <p>Athletic Director Lavanta Davis</p> <p>ISSP Champion Burnell Taylor</p> <p>SPED Champion Louis Guillot</p> <p>Counselors Adele Brown Wryn Williamson</p> <p>Media Specialists/Technology Shelly Stall Michelle Montz Dustin Raphael</p> <p>Instructional Coaches Tara Smith Chelsie Bergeron Patsy Parker</p> | <p>Academic Support 1:1 Instruction After School Tutoring On-going Progress Monitoring Wraparound Services Special Education Services</p> <p>Social-Emotional Support Functional Behavior Assessment Enrollment into Circles Individual Student Action Plan 1:1 Social Skills Instruction Recommendation to FINNS SBLC</p> |
| Stephanie Englade | Math Tutor |

| | |
|--|---|
| Jessica Banta | English Tutor |
| Adele Brown Wryn Williamson Burnell Taylor Louis Guillot Meeka Dennis (AP) Shawn Oubre Chakira Brown Shane Kliebert | Counselor Data Specialist Behavior Specialist Wraparound Services Functional Behavior Assessment Enrollment into Circles Recommendation to FINNS Special Education Special Education Services |
| Burnell Taylor Shawn Oubre | Recovery Room ISSP ISD ASD |
| Chakira Brown Meeka Dennis Shawn Oubre | Associate/Assistant Principals Discipline |
| Shane Kliebert | Principal |
| Officer Natasha Couch | School Resource Officer |

St. James High In-School Suspension Program Schedule

7:15 Report to ISSP Room (with ISSP Teacher)

- ✓ Students will meet Coach Taylor at the ISSP room (Room 118) after the sound of the first bell.
- ✓ ISSP Teacher is to check students for proper dress. If students are not dressed properly, the offending student will be written on a “pink slip” to be placed in the respective administrator’s mailbox in the front office at the end of the day.
- ✓ Students are not allowed to keep their school bag near them. School bags are located in a secure place in the ISSP room.

7:20 Essay (ISSP BEHAVIOR REFLECTION CHARACTER BUILDING)

- ✓ Students will complete an ISSP Intake Form. (5 min)
- ✓ Students are to complete the “ISSP Behavior Reflection”. They will have 15 minutes to complete it.
- ✓ Early finishers will be given an assignment related to proper behavior to complete.

7:45 Instructional Time (English)

- ✓ Each student will complete an English assignment.
- ✓ If the student does not have an assignment on Moodle to complete, the ISSP teacher will provide an English assignment appropriate for the student. (MS-Gr 7 & 8; Lower HS-Gr 9 & 10; Upper HS Gr 11 & 12)

8:55 Restroom Break/Lap Around the Track (*Weather Permitting*)

- ✓ During inclement weather, students will complete basic skills concepts related to Math or English.

9:25 Instructional Time (Math)

- ✓ Each student will complete a Math assignment.
- ✓ If the student does not have an assignment on Moodle to complete, the ISSP teacher will provide a Math assignment appropriate for the student. (MS-Gr 7 & 8; Lower HS-Gr 9 & 10; Upper HS Gr 11 & 12)

10:35 Behavior Packet/Character Building

- ✓ Students will complete Behavior Packet/Character Building worksheets related to the reason they are in ISSP.

11:00 Lunch

- ✓ The ISSP Teacher will walk all students to the cafeteria.
- ✓ Students will eat **quietly** at **separate** tables (not facing each other).
- ✓ When all students have finished eating, they will clear their area and use the restroom nearest the cafeteria before returning to the ISSP room.

11:30 Instructional Time (Science/History)

- ✓ Each student will complete a Science/History assignment.
- ✓ If the student does not have an assignment on Moodle to complete, the ISSP teacher will provide a Science/History assignment appropriate for the student. (MS-Gr 7 & 8; Lower HS-Gr 9 & 10; Upper HS Gr 11 & 12)

12:40 Behavior Packet/Character Building

- ✓ If the student did not complete the Behavior Packet/Character Building worksheets, he/she will complete them at this time.
- ✓ If the student has completed the Behavior Packet/Character Building worksheets, he/she will complete the "Respect and Good Behavior Reflection".

1:10 Restroom Break/Lap Around the Track (*Weather Permitting*)

- ✓ During inclement weather, students will complete basic skills concepts related to Math or English.

1:40 Instructional Time (Elective)

- ✓ Each student will complete an elective assignment. (If applicable)
- ✓ If the student does not have an assignment on Moodle to complete, the ISSP teacher will provide a College/Career Readiness assignment appropriate for the student. (MS-Gr 7 & 8; Lower HS-Gr 9 & 10; Upper HS Gr 11 & 12)

2:25 Dismissal

- ✓ Students will be dismissed from Room 118 at the sound of their respective bell.

ISSP ASSIGNMENTS FROM CLASSROOM TEACHERS

Student: _____

Subject: _____ Date: _____

Teacher: _____

Materials needed and instructions for completing assignments.

Name of Textbook: _____

Pages(s) for assignment: _____

Instructions: _____

Name_____Date_____Grade_____

ISSP BEHAVIOR REFLECTION CHARACTER BUILDING

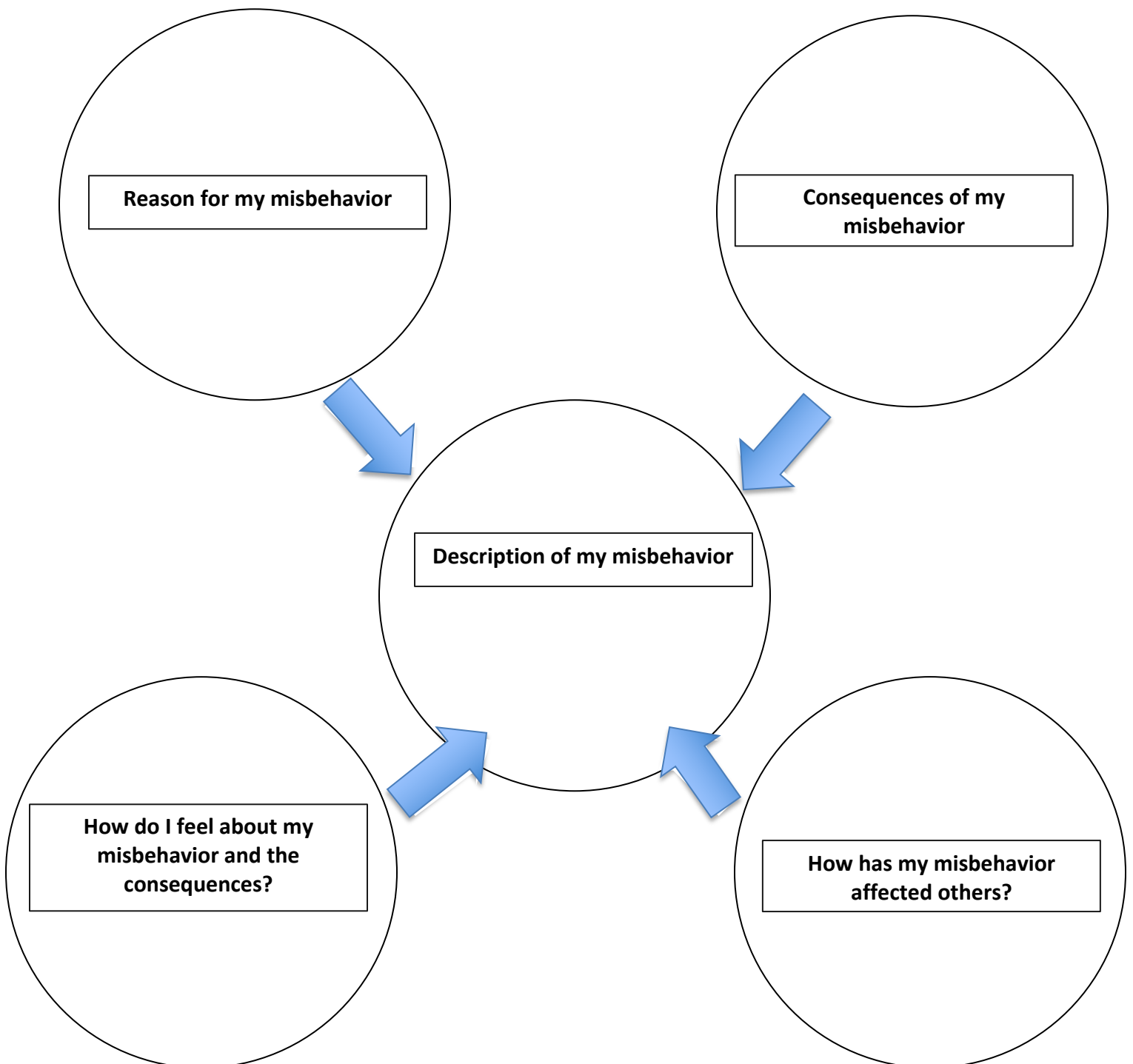
Directions: Use ISSP Behavior Character Building diagram to compose a reflection on your behavior.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____ Date _____ Grade _____

ISSP BEHAVIOR REFLECTION

Directions: Complete each circle. Then use this diagram to compose an essay on your behavior.



After-School Detention Reflection I

Directions: Write a reflection including the following. You must write in complete sentences and indent each new paragraph.

1. In the first paragraph, name three things that you like about yourself *and* three things that you do really well.
2. In the second paragraph, name one thing you would like to change about yourself that would make you a better person. Explain why you want to make this change and how it will make your life better.

After-School Detention Reflection II

Directions: Write a reflection including the following. You must write in complete sentences and indent each new paragraph.

1. In the first paragraph, identify a celebrity (music, sports, television, etc.) that you admire and tell why you admire this person. State three qualities that this person possesses and why you would like to be like this person.
2. In the second paragraph, identify someone in your community (church, political leader, school faculty member, etc.) that you admire and tell why you admire this person. State three qualities that this person possesses and why you would like to be like this person.
3. In the third paragraph, identify someone in your family (parent/guardian, grandparent, aunt/uncle, cousin, etc.) that you admire and tell why you admire this person. State three qualities that this person possesses and why you would like to be like this person.

After-School Detention Reflection III

Directions: Write a reflection including the following. You must write in complete sentences and indent each new paragraph.

1. In the first paragraph, explain what you did that earned you afterschool detention. Be sure to be honest in your explanation. Tell what you did and what you will do in the future if you are in the same or similar situation.
2. Think about the person you admire the most in your family. Write a paragraph explaining how you think this person would feel about your misbehavior. Explain what you think this person would tell you. What words of encouragement or wisdom would they give to you about your behavior?
3. In the third paragraph, explain why it is important to follow rules. Explain why is it important to have good behavior and exhibit that good behavior at school.

After-School Detention Reflection IV

Directions: Write a reflection including the following. You must write in complete sentences and indent each new paragraph.

1. In the first paragraph, tell me about your classes that you are taking this semester and the grades you have made in them. I would like to know what grades were on your report card for each quarter/semester.
2. In the second paragraph, tell me what you would like to do after graduation. (Are you joining the military? Joining the work force? Going to a technical college? Going to a college/university?) Explain to me what type of career you would like to have in the future **and** how do you plan on obtaining and maintaining that career.
3. In the third paragraph, explain what skills you think are necessary to obtain and maintain your future career. Explain what skills St. James High has tried to teach you to prepare you for your future.

After-School Detention Reflection V

Directions: Use the lines below to write a letter to both your parent(s) and the teacher/staff member. You must write in complete sentences and use correct letter format.

1. The letter you write to your parent(s) will inform them about what happened and explain how you will not display the behavior that got you in After-School Detention.
2. The letter to the teacher/staff member should explain your actions and how you will not display that inappropriate behavior any more. It should also include an apology (if applicable).

After-School Detention Reflection VI

Directions:

- Read the first reflection you wrote for ASD.
 - Write an essay including the following. You must write in complete sentences and indent each new paragraph.
1. In the first paragraph, explain how you have changed from what you wrote in the first reflection. What are the three things you like about yourself now? What are the three things you do well now?
 2. In the second paragraph, tell if you made the change about yourself that you wanted to make earlier this school year. Why or why not? What are the things **you** can do to still make this change? Explain why your behavior must change if you want to accomplish the goal of graduating from high school.

Name _____ Date _____ Grade _____

I have spent _____ days in After-School Detention.



After-School Detention Reflection

A. Why are you in detention? *(What classroom/school rule did you break?)*

B. Do you think you have learned a lesson and will correct your behavior in the future? _____

Explain your answer. _____

C. Today's thought of the day:

"Remember that YOU are always responsible for how you act, no matter how you feel."

Read today's thought of the day and explain what it means to you and how you can apply it to your life to become a better person.

Name _____ Date _____ Grade _____

I have spent _____ days in After-School Detention.



After-School Detention Reflection

1. When did my inappropriate behavior occur? Where was it and who was present at the time?

2. What bad choice did I make? _____

3. What **negative** outcomes occur when I use unacceptable behavior? _____

4. What could I have done instead? _____

5. What **positive** outcomes may occur when I choose an appropriate behavior to handle my problem(s)?

Student Name: _____ Course: _____

Teacher: _____ Class Period: _____

2023 - 2024 SJH TARDY CARD

| Tardy Dates | | Consequences | Administrator |
|-------------|---|---------------------------|---------------|
| | 1 st tardy (document with date) | | |
| | 2 nd tardy (referral) | Administrative Conference | |
| | 3 rd tardy (document with date) | | |
| | 4 th tardy (referral) | 1 ASD | |
| | 5 th tardy (document with date) | | |
| | 6 th tardy (referral) | 1 ASD | |
| | 7 th tardy (document with date) | | |
| | 8 th tardy (referral) | 2 ASD | |
| | 9 th tardy (document with date) | | |
| | 10 th tardy (referral) | 2 ASD | |
| | 11 th tardy (document with date) | | |
| | 12 th tardy (referral) | 3 ASD | |
| | 13 th tardy (document with date) | | |
| | 14 th tardy (referral) | 1 ISSP | |
| | 15 th tardy (document with date) | | |
| | 16 th tardy (referral) | 1 ISSP | |
| | 17 th tardy (document with date) | | |
| | 18 th tardy (referral) | 1 ISSP | |
| | 19 th tardy (document with date) | | |
| | 20 th tardy (referral) | 1 ISSP | |

NOTE: This procedure is in compliance with the St. James Parish Student Policy Manual.

*Teacher dates and initials next to each tardy.

*Once a student reaches a consequence level (2nd tardy +) **attach** this to an office referral as documentation AND fill out the office referral section.

*Upon issuing a consequence, the administrator will sign and return the form back to you (mailbox at the end of the day). *Continue this process for further documentation

SJPS Consequence Ladder**7th - 12th Grade****Level 1 Infractions**

Student: _____

Teacher: _____

Grade: _____

1st Step - Classroom Intervention

Behavior Date: _____
____ Follow teacher's directives
____ Follow assertive discipline classroom rules
____ Remain seated and in assigned area
____ Refrain from eating, drinking or chewing gum
____ Use iPad/laptop only with teacher's permission
____ Other: _____

Intervention Other: _____
____ Acknowledge Positive Behavior ____ Praise When on Task
____ Non-Verbal Cues ____ Written Reflection/Apology
____ Take Away Unstructured Time ____ Verbal Reminder
____ Restorative Justice Practices ____ Move Student
____ Complete Work During Recess ____ Take Away Privileges
____ 1-1 Conference with Teacher ____ Redirection

2nd Step - Classroom Intervention

Behavior Date: _____
____ Follow teacher's directives
____ Follow assertive discipline classroom rules
____ Remain seated and in assigned area
____ Refrain from eating, drinking or chewing gum
____ Use iPad/laptop only with teacher's permission
____ Other: _____

Intervention Other: _____
____ Acknowledge Positive Behavior ____ Praise When on Task
____ Non-Verbal Cues ____ Written Reflection/Apology
____ Take Away Unstructured Time ____ Verbal Reminder
____ Restorative Justice Practices ____ Move Student
____ Complete Work During Recess ____ Take Away Privileges
____ 1-1 Conference with Teacher ____ Redirection

3rd Step - Intervention and Contact Parent (attach printout from SchoolStatus)

Behavior Date: _____
____ Follow teacher's directives
____ Follow assertive discipline classroom rules
____ Remain seated and in assigned area
____ Refrain from eating, drinking or chewing gum
____ Use iPad/laptop only with teacher's permission
____ Other: _____

Intervention Other: _____
____ Acknowledge Positive Behavior ____ Praise When on Task
____ Non-Verbal Cues ____ Written Reflection/Apology
____ Take Away Unstructured Time ____ Verbal Reminder
____ Restorative Justice Practices ____ Move Student
____ Complete Work During Recess ____ Take Away Privileges
____ 1-1 Conference with Teacher ____ Redirection

4th Step - Intervention and 1-1 Conference with Counselor and/or Teacher (attach conference form)

Behavior Date: _____
____ Follow teacher's directives
____ Follow assertive discipline classroom rules
____ Remain seated and in assigned area
____ Refrain from eating, drinking or chewing gum
____ Use iPad/laptop only with teacher's permission
____ Other: _____

Intervention Other: _____
____ Acknowledge Positive Behavior ____ Praise When on Task
____ Non-Verbal Cues ____ Written Reflection/Apology
____ Take Away Unstructured Time ____ Verbal Reminder
____ Restorative Justice Practices ____ Move Student
____ Complete Work During Recess ____ Take Away Privileges
____ 1-1 Conference with Teacher ____ Redirection

5th Step - Office Referral (Attach this form and all documentation to referral.)

Teacher Signature: _____

Date: _____

7th - 12th grade consequence ladders will start over on the first school day of every Semester.

LOUISIANA DEPARTMENT OF EDUCATION SCHOOL BEHAVIOR REPORT

In accordance with R. S. 17:416(A) the purpose of this report is to inform parents/guardians of a behavior incident on the school campus, in the classroom, cafeteria, gymnasium, auditorium, elsewhere at the school or during school-related activities, and of subsequent disciplinary action taken by school officials. Because this or other incidents may jeopardize the safety, well-being or education of other students, parents are urged to discuss the incident and possible implications with the student to prevent further occurrences.

| | | | |
|---|--------------------------------|-----------------------|------------------|
| Name of Student: | Phone: | Grade/Section: | |
| Name of Teacher/Staff: | Teacher/Staff/Location: | | |
| Name of Principal: | School: | | |
| Check One: <input type="checkbox"/> Regular Education <input type="checkbox"/> 504 <input type="checkbox"/> Special Education | Date of Incident: | Time: | Location: |

| | |
|-----------------------|---|
| Time Code: | 01 Before School on Grounds, 02 During Class, 03 Between Classes, 04 After Normal School Hours & Supervised, 05 To/From School, 06 At Bus Stop or Transfer Station, 07 During School Extracurricular/Assembly Event, 08 Recess, Club, Free Time, 09 Homeroom, 10 Breakfast/Lunch |
| Location Code: | 01 Classroom, 02 Restroom, 03 Lunchroom, 04 Hallway, 05 Playground, 07 At Bus Stop or Transfer Station, 08 Parking Lot, 09 Locker Room, 10 Cell Phone, 11 Internet, 12 To or From School, 13 School Sponsored Event, 14 Home, 98 Offsite Program, 99 Other _____ |

INFRACTION/REASON CODES (Check all that apply)

- | | | | |
|---|--|--|--|
| 01. <input type="checkbox"/> Willful disobedience | 11. <input type="checkbox"/> Cuts, defaces, or injures any part of public school buildings/vandalism | 17. <input type="checkbox"/> Violates traffic and safety regulations | 36. <input type="checkbox"/> Cyber Bullying (*complete Bullying Form) |
| 02. <input type="checkbox"/> Treats an authority with disrespect | 12. <input type="checkbox"/> Writes profane and/or obscene language or draws obscene pictures | 18. <input type="checkbox"/> Leaves school premises or classroom without permission | 37. <input type="checkbox"/> False Alarm/Bomb Threat |
| 03. <input type="checkbox"/> Makes an unfounded charge against authority | 13. <input type="checkbox"/> Possesses weapon (s) as defined in Section 921 of Title 18 of the U.S. Code. *Use of code 13 requires additional submission of the Weapon Type code. | 19. <input type="checkbox"/> Is habitually tardy and/or absent | 38. <input type="checkbox"/> Forgery |
| 04. <input type="checkbox"/> Uses profane and/or obscene language | 14. <input type="checkbox"/> Possesses firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 1/2" - refer to code 31). | 20. <input type="checkbox"/> Takes another's property or possessions without permission | 39. <input type="checkbox"/> Gambling |
| 05. <input type="checkbox"/> Commits immoral or vicious practices | 15. <input type="checkbox"/> Throws missiles liable to injure others | 21. <input type="checkbox"/> Commits any other serious offense | 40. <input type="checkbox"/> Public Indecency |
| 06. <input type="checkbox"/> Conduct or habits injurious to his/her associates | 16. <input type="checkbox"/> Instigates or participates in fights while under school supervision | 30. <input type="checkbox"/> Discharge or use of weapon(s) prohibited by federal law | 41. <input type="checkbox"/> Obscene behavior or Possession of Obscene/Pornographic Material |
| 07. <input type="checkbox"/> Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form | | 31. <input type="checkbox"/> Possesses pocket knife or blade cutter with a blade length < 2 1/2" | 42. <input type="checkbox"/> Unauthorized use of Technology |
| 08. <input type="checkbox"/> Uses or possesses tobacco, lighter, or matches | | 33. <input type="checkbox"/> Use of OTC medication in a manner other than prescribed or authorized | 43. <input type="checkbox"/> Improper dress |
| 09. <input type="checkbox"/> Uses or possesses alcoholic beverages | | 34. <input type="checkbox"/> Possession of Body Armor | 44. <input type="checkbox"/> Academic dishonesty |
| 10. <input type="checkbox"/> Disturbs the school or habitually violates any rule | | 35. <input type="checkbox"/> Bullying/Harrassment (*complete Bullying Form) | 45. <input type="checkbox"/> Trespassing Violation |
| | | | 46. <input type="checkbox"/> Failure to Serve Assigned Consequence |
| | | | 47. <input type="checkbox"/> Misusing Internet/ Violates electronic/ technology policy |
| | | | 48. <input type="checkbox"/> Sexual Harassment |
| | | | 49. <input type="checkbox"/> False Report |
| | | | 50. <input type="checkbox"/> Crime of Violence (per R.S. 14:2B) |

REMARKS/DESCRIPTION OF INCIDENT: _____

ACTION(S) TAKEN BY TEACHER OR OTHER SCHOOL EMPLOYEE

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action(s):

- | | | |
|--|---|---|
| 011 <input type="checkbox"/> Referred to Office | 022 <input type="checkbox"/> Therapeutic Removal | 030 <input type="checkbox"/> Restorative Practices Implemented |
| 012 <input type="checkbox"/> Referred to Counselor | 025 <input type="checkbox"/> Intervention Room | 173 <input type="checkbox"/> Conference with Parents or Guardians |
| 013 <input type="checkbox"/> Referred to Social Worker | 080 <input type="checkbox"/> Assigned Remedial Work | 175 <input type="checkbox"/> Conference with Principal |
| 014 <input type="checkbox"/> Referred to SBLC | 120 <input type="checkbox"/> Student Conference | 999 <input type="checkbox"/> Other Action _____ |
| 018 <input type="checkbox"/> Secondary Referral (PBIS) | 140 <input type="checkbox"/> Student Reprimand | |
| 019 <input type="checkbox"/> Tertiary Referral (PBIS) | 160 <input type="checkbox"/> Loss of Privileges | |

| | | | | |
|--|-------|-------|---|-------|
| Contact Parent/Guardian? <input type="checkbox"/> Y <input type="checkbox"/> N | Date: | Time: | <input type="checkbox"/> Phone Call <input type="checkbox"/> Letter <input type="checkbox"/> Conference Date: | Time: |
| RECOMMENDATION(S) BY TEACHER OR OTHER SCHOOL EMPLOYEE: | | | | |
| Signature of School Employee: | | | | Date: |

ACTION(S) TAKEN BY SCHOOL ADMINISTRATOR

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action(s):

- | | | |
|---|---|---|
| 000 <input type="checkbox"/> No Action – only use if no reportable action was taken | 014 <input type="checkbox"/> Referred to School Building Level Committee (SBLC) | 080 <input type="checkbox"/> Assigned Remedial Work |
| 001 <input type="checkbox"/> Expulsion Recommendation | 016 <input type="checkbox"/> Court Referral Date: _____ | 120 <input type="checkbox"/> Student Conference Date: _____ |
| 002 <input type="checkbox"/> Suspension Out of School from ____ to ____ | 017 <input type="checkbox"/> Enforcement Referral (Arrest Resulted Y N) | 140 <input type="checkbox"/> Student Reprimand |
| 004 <input type="checkbox"/> Suspension In School from ____ to ____ | 020 <input type="checkbox"/> TOR (Time Out Room) | 160 <input type="checkbox"/> Loss of Privileges |
| 006 <input type="checkbox"/> Suspension Alternative Site from ____ to ____ | 030 <input type="checkbox"/> Restorative Practices Implemented | 173 <input type="checkbox"/> Conference w/ Parents or Guardians on: _____ |
| 012 <input type="checkbox"/> Referred to Counselor | 040 <input type="checkbox"/> In School Detention from ____ to ____ | 175 <input type="checkbox"/> Conference w/ Principal on: _____ |
| 013 <input type="checkbox"/> Referral to Social Worker | 043 <input type="checkbox"/> After School Detention from ____ to ____ | 180 <input type="checkbox"/> Corporal Punishment (if checked, complete "Corporal Punishment" Incidence Checklist) |
| | 045 <input type="checkbox"/> Weekend Detention from ____ to ____ | 999 <input type="checkbox"/> Other Action(s): _____ |

Perpetrator: Serious Bodily Injury ☐ Y ☐ N Medical Treatment ☐ Y ☐ N **Victim:** Serious Bodily Injury ☐ Y ☐ N Medical Treatment ☐ Y ☐ N

| | | | | |
|--|-------|-------------------------|---|-------|
| Contact Parent/Guardian? <input type="checkbox"/> Y <input type="checkbox"/> N | Date: | Time: | <input type="checkbox"/> Phone Call <input type="checkbox"/> Letter <input type="checkbox"/> Conference Date: | Time: |
| SIS Primary Infraction/Reason Code Entered: | | Signature of Principal: | | Date: |

COMMENTS BY STUDENT AND/OR PARENT/GUARDIAN:

| | | |
|-----------------------|-------------------------------|---------------|
| Signature of Student: | Signature of Parent/Guardian: | Current Date: |
|-----------------------|-------------------------------|---------------|

Check appropriate blocks as copies of the document are supplied:

- ☐ Parent/Guardian ☐ School's Pupil File ☐ Employee Filing this Report ☐ Principal

***NOTE: The principal shall return a completed copy of this form to the staff member who initiated the referral within 48 hours (excluding non-work days) of the time it was submitted to the principal.**

****Attachments:** Provide copies of all documents related to the behavior of the student named above and prepared by the employee submitting this referral.